

STERN COLLEGE FOR WOMEN  
YESHIVA UNIVERSITY



DEPARTMENT OF  
EDUCATION

STUDENT TEACHER  
Clinical Semester  
HANDBOOK

2023-2024

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### 1. Student Teachers

#### A. Requirements

1. All pre-service candidates who have been recommended to the professional semester at SCW must have their background check & fingerprinting completed, and been successfully registered in the NYC PETS system by our certifications office, Dr. Tara Gensler ([tara.gensler@yu.edu](mailto:tara.gensler@yu.edu)), in advance of the clinical semester of student teaching. All matters related to New York State certification requirements, fingerprinting, University certification codes, and status of initial certification applications should be directed to her. Fingerprinting directions are available [here](#). [FERPA training](#) from the Federal Government must be verified by Yeshiva University. All pre-service candidates must complete the FERPA workshop before the clinical student teaching semester and email their certificate of completion to the certifications officer.
2. **REGISTRATION IN TEACH.** Prior to the fingerprinting process, Student Teachers create a profile in the New York State Department of Education TEACH System: <http://www.highered.nysed.gov/tcert/teach/>. This site links completion of all New York State certification requirements to the candidate's profile. For any issues with the TEACH system, email [tcert@nysed.gov](mailto:tcert@nysed.gov)  
The teacher certification helpline (518-474-3901) is also available to answer your questions Monday-Friday from 9:00am-4:30pm, but the waiting time is lengthy, and email is the preferred mode of communication.
2. Please use the program codes below:

#### **PROGRAM CODES:**

<b>Early Childhood (B-2) Program Option</b>	<b>26052</b>
<b>Childhood (1-6) Program Option</b>	<b>26051</b>

3. Please familiarize yourself with the following [Chancellor's regulations](#) prior to student teaching in a New York City public school. You are expected to follow the requirements within each of these regulations:

A420 - Pupil Behavior and Discipline

A421- Verbal Abuse

A750 - Child Abuse

C105 - Background Investigations of Pedagogical and Administrative Applicants and Procedures in Cases of Arrest of Employees

## **B. The First Day of Student Teaching**

Upon arriving at the host school for your first day of student teaching, you should present your registration confirmation and your university letter of introduction (received from Faculty Supervisor [FS], Professor Greenberg).

You will proceed to the assigned classroom. Please stop by the school office to introduce yourself to the principal or assistant principal. It is expected that student teachers follow the SCW for Women dress code in all placements. Professional appearance and dispositions are expected throughout the student teaching semester.

Please review this entire handbook and sign the Student Teacher Responsibilities Contract. **It is your responsibility to have your Cooperating Teacher (CT) sign this as well. Then email the digital copy to your faculty supervisors the first week of student teaching.**

## **C. Student Teaching Responsibilities**

In consultation with your cooperating teacher, you will assume responsibility including but not limited to record keeping, planning lessons and units, teaching lessons, assessing student learning, preparing displays and other resources, and day-to-day classroom management. As you become more familiar with the norms and routines of the classroom and host school, you will take-on an appropriate portion of the teaching load and other duties. You are expected to participate in and attend school events, including field trips, parent-teacher conferences, faculty meetings, professional development, and workshops as approved by your cooperating teacher and faculty supervisors.

## **D. Student Teaching Guidelines**

While you are encouraged to participate in extracurricular activities in which your cooperating teacher is involved, these activities are optional and cannot conflict with the SCW college seminar or other requirements. You are expected to follow the school calendar pertaining to your placement. If you need to miss a day because of illness or an emergency, you should contact your cooperating teacher and your faculty supervisor as soon as possible. In accordance with university guidelines, the supervisor will decide if this time needs to be made up. All attendance dates and absences are to be recorded on the attendance spread sheet that has been sent to you by your clinical student teaching coordinator.

Particular care should be shown for the rights to privacy of children and parents. In the event that you are unsure of the proper procedures to be followed in a given situation, you should first consult with your cooperating teacher. If the cooperating teacher is unavailable, you should consult the appropriate administrative personnel at the school site. If no immediate on-site advisor is available, you should contact your university supervisor.

At no time should you photograph students or post any information about students, teachers, or the school on social media platforms. (Teachers may ask student teachers to document children with photography or video on their behalf.). Student teaching, like all teaching, may involve and evoke strong emotional responses. Please use sound judgement and exercise professionalism in all your interactions with students, teachers, parents, administrators, and other school personnel.

**It is expected that you arrive on time, turn your cell phone to silent, and do not text or use your phone to take notes.** Inform your cooperating teacher if you have any allergies or health concerns at the beginning of your placement. The clinical semester weekly schedule is 3 full days of student teaching and 2 half-days until 12:00 pm. Childhood & Early Childhood student teachers will have a seminar on Wednesday afternoons DEW 1:25-3:55pm. **You are expected to complete the Student Teaching Digital Attendance sheet and have your cooperating sign at the end of every week. All absences and the reason for the absence should be recorded on this same sheet. Fall 2023 you must complete the minimum of 60 days. Starting Fall 2024, NYSED requires 70 days of student teaching.** (If you do not complete 70 days, you will be required to continue through January break or Spring semester)

The weekly required seminar at SCW, EDUC 2930 or EDUC 2935, is the companion course to the student teaching practicum. The content of the course is designed to complement the student teaching experience and provide valuable information and support for NYS initial certification, including the additional workshops required for graduation, employment opportunities post-graduation, and graduate school.

## **E. Student Teaching Assessment**

You will be formally observed teaching a lesson four times in your clinical placement. Two observations will be conducted by your cooperating teacher (CT) and two observations will be conducted by your faculty supervisor (FS). Lesson plans will be prepared for each for formal observation using the SCW Lesson plan template available on the Education department website under the resources tab. All lesson plans must be submitted to the cooperating teacher and faculty supervisor at least 48 hour prior to teaching the lesson.

Your CT and FS will use the lesson observation rubric to evaluate your lesson. Self-reflection is an important part of teaching and will be formally documented using the Reflection Form following each formal lesson. At the beginning of the placement, the FS will visit your classroom to make sure the placement has gotten off to a good start. Occasionally, the FS will drop by unannounced to informally observe the candidate's performance in the placement.

At the end of each placement, the CT will complete a formal evaluation of the candidate's overall performance in the placement. The student teacher will also formally evaluate the placement using the Student Teaching Final Evaluation.

## **2. Cooperating Teachers (CTs)**

SCW is proud to partner with expert teachers in NYC schools who lead the way in effective instruction for diverse learners in our local community. We value our relationship with our cooperating teachers and appreciate their contribution to our educator preparation program. We are always interested in any feedback, advice, or suggestions on how to improve our program or better respond to the needs of the CTs.

We ask that CTs gradually initiate our candidates into increasing their role and responsibilities in the classroom. We realize that our candidates are guests in your classroom, and we promise to be responsive to your needs and concerns throughout the placement. We are required by AAQEP to ask you to complete the following for every student teacher placed in your room:

- a. Review & Sign the **SCW Student Teacher Expectations Contract** by the end of the first week.
- b. Initial the **SCW Student Teaching Attendance Sheet** at the end of every week. (Note: it is the student teacher's responsibility to remind you!)
- c. Complete two formal lesson observations per student teacher using the **SCW Lesson Observation Form**. Please note, while we only ask for four formal lesson observations (two by the Cooperating Teacher & two by the Faculty Supervisor), we recommend that the student teacher have many varied small group and whole class teaching experiences as per your classroom environment. *Specific, timely, sensitive, and targeted feedback and advice to our candidates is most valuable to their professional growth and development. Please guide the candidates in the planning of appropriate lessons in advance of the scheduled formal observation.*
- d. **Conference** with the student teacher following the observed lesson within a reasonable period (that day or the next, if possible) & sign student teacher's **SCW Post Lesson Reflection Sheet**.
- e. During the final month of the student teaching semester, candidates will design and teach a unit of 3-5 lessons in the area of literacy or math. This assignment is called the **SCW Teaching Performance Assessment (TPA)**. Two lessons from this unit will be formally observed: one by the Cooperating Teacher and one by the Faculty Supervisor using the same lesson observation form. Candidates will receive guidance during senior seminar about the construction of a unit, but Cooperating Teachers should share their expertise and advice to assist candidates in the unit design.
- f. At the end of the semester, we will email you the **SCW Final Evaluation** to complete as you reflect on the candidates performance and growth across the entire semester.
- g. Links to all the documents referenced above have been provided to you electronically by the Student Teaching Coordinator and are also included at the end of this handbook.

Please immediately contact the Faculty Supervisor or Department Chair ASAP if any situation with your student teacher causes you discomfort or concern. Please also feel free to reach out with your questions or suggestions at any point.

<i>Role</i>	<i>Name</i>	<i>Email</i>
Student Teaching Coordinator & Faculty Supervisor	Donna Greenberg	donna.greenberg@yu.edu
Early Childhood & Childhood Seminar Professor	Meredith Resnick	Meredith.resnick@yu.edu
Certifications Officer	Tara Gensler	Tara.gensler@yu.edu
Department Chair	Miriam Hirsch	Mhirsch2@yu.edu

The Student Teaching Coordinator, Professor Donna Greenberg, is responsible for placing and supervising the student teacher in her assigned school site(s). She confers with the cooperating teacher throughout the semester to monitor and evaluate the student teacher's performance in and out of the classroom. Should problems arise in a placement, the supervisor is available to mediate and guide the student teacher and cooperating teacher accordingly. The college supervisor will also conduct informal and formal visits during the student teaching semester.

### **3. Graduation Requirements**

At the end of the clinical semester, candidates are required to complete the following:

- A. *Exit Essay* – Reflective prompts about experiences across Educator Preparation Program (EPP) due during finals week.
- B. *Exit Survey*- Survey to be emailed at the end of the clinical semester
- C. *Exit Interview* - Faculty Supervisors will schedule a private interview with you during reading week. During the interview you will be asked questions related to your TPA preparation, your experiences in the EPP (Educator Preparation Program) and you will have an opportunity to offer opinions and suggestions to improve our EPP.

In addition to the Education Program course work, fieldwork, and student teaching experience, candidates are required to complete three special workshops required by NYS:

- 1. Child Abuse Recognition & Reporting**
- 2. Violence Prevention Workshop**
- 3. Dignity for all Students Act (DASA)**

Registration for each workshop is detailed below. It is each teacher candidate's responsibility to register, attend, complete, and save the requisite paperwork as evidence of participation. You will not be able to graduate from Stern College for Women without attendance and participation in all three workshops. The workshops are given by authorized providers throughout NYC.

Online workshops are available for Child Abuse Recognition & Reporting & Violence Prevention Workshop through [this NYS approved provider](#):

Live sessions of all required NYS workshops are provided by the [United Federation of Teachers \(UFT\)](#):

At the end of the workshop, each participant will receive a certificate of completion. Send a copy registrar's office to Aniruddha Das ([adas@yu.edu](mailto:adas@yu.edu)), and the teacher candidate should also save a copy for her own records.

#### **4. Certification Requirements (NOTE: not for SCW Graduation)**

In addition to the Educator Preparation Program requirements for graduation, candidates applying for initial certification must successfully pass 3 NYS teacher certification examinations. **The State of New York frequently changes its requirements, pass scores, and safety nets for testing.** Students should track the changes in the test requirements at the NYSTCE site [www.nystce.nesinc.com](http://www.nystce.nesinc.com) NYSTCE bulletins, sample questions, practice tests, and additional resources are available online at: [www.nystce.nesinc.com/](http://www.nystce.nesinc.com/). Specific exam dates are available online. It is the student's responsibility to pay close attention to registration deadlines.

##### A. Content Specialty Test (CST Multi-subject)

There are three sections to this exam: literacy (211 or 221), mathematics (246 or 222), and multi-subject (245) which combines science, social studies, art, and physical education content. You may take all tests at once or break them up and take them on separate days. We recommend that you plan to take the literacy section and math section immediately following your junior year literacy and mathematics methods courses. The third multi-subject can be taken any time after you have completed your social studies and science methods courses. The literacy and mathematics tests have both selected and constructed response sections, while the multi-subject section only has selected responses.

**Early Childhood tests (211/246/245)  
Childhood tests (221/222/245)**

##### B. Educating All Students (EAS)

This test examines your knowledge of educating students with diverse learning needs such as English Language Learners and other exceptionalities. This test has both selected and constructed response sections and should be taken immediately following EDUC 4003: Educating Students with Exceptionalities.

##### C. TPA

NYS requires each EPP to develop a Teacher Performance Assessment (TPA). The SCW TPA is a portfolio assessment that asks you to plan, teach, and assess your teaching of a unit of at least 3

lessons. Two lessons will be part of your four formally observed lesson. One lesson will be videoed. All artifacts, images, and evidence for your TPA portfolio are collected during your clinical student teaching school placement. These materials should not contain students' full names or identifiable data. Cooperating teachers have received guidelines about acceptable support. Additional description and rubrics for this TPA assessment are provided on Canvas.

## **5. Frequently Asked Questions (FAQs)**

### **1. Can I take other classes during my semester of student teaching?**

Yes, you will need to take at least one Jewish studies course. However, you cannot take any classes before the F or P slot. The semester of student teaching requires working with the classroom teacher for the entire day, excluding the one morning or afternoon a week when you have a seminar at SCW. Students will have an additional semester to finish SCW coursework in the spring prior to May graduation.

### **2. Can I get certified in both early childhood and childhood?**

Students who graduate from Stern College for Women having completed the NYS approved Education Program, and who are recommended for certification, will receive a base certificate in either Early Childhood (B-2) or Childhood Education (1-6) depending on their major. To obtain a New York State extension certificate in a second area, the student must apply for it on her own, and present evidence of having completed 3 additional credits designed specifically for the extension they are seeking. The student teaching requirement is assumed satisfied since the requirements specify that a portion of it has been done in B-2 classrooms and the other portion in 1-6 classrooms. Therefore, the early childhood students need only take 3 credits in a childhood course and the childhood students need only 3 credits in an early childhood course to be eligible to apply for an extension certificate.

In both cases, the students may take these three credits as undergraduate or graduate students. The extension certificates require a separate application and fee payable to the NYSED. The application is available on the TEACH website:

[www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/).

### **3. Can I get additional certification in special education?**

While you cannot receive additional certification in special education, you are required to take one course in special education. Special Education is a master's level degree, and you can further pursue this field in graduate school. For more information on the YU MA in Special Education from Ferkauf, contact Dr. Joan Rosenberg (joan.rosenberg@yu.edu)

### **4. What if I want to teach out of NYS?**



Students who plan to teach out of state should first obtain NYS certification and then check the out of state education department guidelines for reciprocity. In regard to certificates issued by this NYS office to New York State teachers, administrators, and pupil personnel service providers, there is no reciprocity with any State nor any Country.

The present requirements for all certificates issued by this office can be found by visiting the Search Certification Requirements link found on the main OTI web page and populating the appropriate pull-down menus.

<http://www.highered.nysed.gov/tcert/>

**5. I am having trouble logging into my PETS or TEACH account. Who can help me?**

Our certifications officer, Dr. Tara Gensler, is available to help you with all certification related matters. She can be reached at tara.gensler@yu.edu

**For PETS questions:** PETSAdminSupport@schools.nyc.gov

**For TEACH account questions:** tcert@nysed.org

**SCW Student Teaching Contact Information**

<b>Name</b>	<b>Title</b>	<b>Phone Number</b>	<b>Office</b>	<b>e-mail</b>
Professor Donna Greenberg	Student Teaching Coordinator	212-340-7800	Room 1001	<a href="mailto:Donna.greenberg@yu.edu">Donna.greenberg@yu.edu</a>
Dr. Miriam Hirsch	Chair Education Department	646-592-4852	Room 1001	<a href="mailto:mhirsch2@yu.edu">mhirsch2@yu.edu</a>
Dr. Meredith Resnick	EC Senior Seminar Faculty	917-842-1891	Room 1020	<a href="mailto:meredith.resnick@yu.edu">meredith.resnick@yu.edu</a>
Dr. Joan Rosenberg	Interim Certifications Officer	212-960-5400 x5949	Room 1005	<a href="mailto:joan.rosenberg@yu.edu">joan.rosenberg@yu.edu</a>

**SCW EPP Forms**

[SCW Teacher Candidate Expectations Contract](#) (PDF here; Emailed to candidate by FS)

[SCW Student Teacher Attendance Sheet](#) (Template here, Emailed to candidate by FS)

[SCW Lesson Plan Checklist](#) (PDF here and in CANVAS EDUC 2940/2945)

[SCW Lesson Plan \(non-TPA\)](#) (PDF here and template in CANVAS 2940/2945)

[SCW Lesson Observation Form](#) (CT & FS use this link for Formal Lesson Observations)

[SCW Lesson Observation Form](#) (PDF version- candidates view only)

[SCW Student Teacher Post Lesson Self-Reflection Form](#) (PDF here, in CANVAS EDUC 2940/2945)

[School Community Building Experiences](#) (PDF doc only here, in CANVAS EDUC 2940/2945)

[SCW TPA \(Directions here; template/rubric/checklist on Canvas EDUC 2930/2935\)](#)

[SCW Final Evaluation](#) (CTs use this link at the end of the semester for Final Evaluation of Candidate)

[SCW Final Evaluation](#) (PDF version- candidates view only)